

GENERAL EDUCATION PERFORMANCE STANDARDS

Domains and Indicators with Measurement Statements

I. PLANNING

A. Establishes appropriate instructional goals and objectives

- ◆ Establishes long-term instructional goals reflecting a student-centered curriculum
- ◆ Develops learning goals and objectives that address student needs at the appropriate instructional level
- ◆ Constructs goals and objectives that address the thinking processes

B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals

- ◆ Evaluates how to achieve learning goals, plans learning experiences that are developmentally appropriate and relevant to students, and connects those concepts to real life and future careers
- ◆ Designs instruction that appropriately matches the goals and objectives, learning strategies, assessments and student needs
- ◆ Designs instruction that allows students to integrate knowledge, skills, and methods of inquiry from several related subject areas
- ◆ Designs instruction that appropriately integrates a variety of materials, human resources, and technology to enhance student learning

C. Plans instructional opportunities that are adapted to diverse students

- ◆ Understands and identifies differences in student approaches to learning and performance
- ◆ Assesses individual and group performance in order to design instruction that meets students' current needs
- ◆ Designs instruction that addresses the needs of students with diverse cultural and language backgrounds and different learning needs

II. TEACHING STRATEGIES

A. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful

- ◆ Demonstrates an understanding of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline being taught
- ◆ Varies the instructional role (e.g., instructor, facilitator, coach, and member of the audience) in relation to the content and purposes of instruction and the needs of students
- ◆ Uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings
- ◆ Paces the lesson appropriately
- ◆ Clarifies directions and explanations when students misunderstand

B. Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills

- ◆ Uses appropriately multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving, and performance capabilities
- ◆ Uses strategies which help students assume responsibility for identifying and using varied learning resources
- ◆ Provides practice activities which support the achievement of the instructional goal and objectives

C. Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning

- ◆ Engages students in generating knowledge
- ◆ Links learning with students' prior knowledge, experiences, and cultural backgrounds
- ◆ Elicits examples of student thinking and stimulates student reflection on their own ideas and those of others
- ◆ Facilitates the students' internalization of the learning and the development of employability skills
- ◆ Organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals

III. ASSESSMENT AND EVALUATION

A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions

- ◆ Uses assessment strategies and instruments appropriate to the learning expectations being evaluated (affective as well as academic)
- ◆ Solicits and uses information from a variety of sources about students' experiences, learning behaviors, needs, attitudes and progress to make initial and ongoing instructional decisions
- ◆ Interprets assessment data appropriately and uses this information for diagnosis and instruction

B. Communicates student status and progress to students, their parents, and appropriate others

- ◆ Organizes systematically and maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and appropriate others
- ◆ Provides prompt and immediate feedback to students to focus them on what needs to be done to move to the next performance level

C. Reflects on teaching practice by evaluating continually the effects of instruction

- ◆ Uses a variety of assessment techniques to evaluate the effectiveness of the implemented curriculum and the instructional strategies
- ◆ Monitors the teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
- ◆ Uses student performance data for improving instruction
- ◆ Assesses, analyzes, and communicates accurately the effectiveness of the instruction

D. Evaluates student performance and determines the amount of progress

- ◆ Evaluates student academic achievement and determines the amount of progress
- ◆ Evaluates student attitudes toward learning and determines the amount of positive change

IV. LEARNING ENVIRONMENT

A. Creates a learning climate that supports the development of student abilities

- ◆ Uses a range of strategies to create a learning community where students are encouraged to assume responsibility for themselves and others at a level commensurate with their abilities, work collaboratively and independently, and engage in purposeful learning activities
- ◆ Assists the students in developing shared expectations for student interactions, academic discussions, and individual and group responsibilities
- ◆ Establishes and maintains standards of mutually respectful interaction within the classroom
- ◆ Uses classroom management techniques that foster self-control and self discipline
- ◆ Communicates with and challenges students in a positive, purposeful manner

B. Manages classroom resources effectively

- ◆ Organizes, allocates, and manages the resources of time, space, facilities, activities, instructional assistants and volunteers, and attention in order to provide active and equitable engagement of students in productive learning
- ◆ Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior
- ◆ Demonstrates flexibility and modifies classroom processes and instructional procedures as the situation demands

V. PROFESSIONAL GROWTH

A. Collaborates with colleagues and appropriate others

- ◆ Identifies situations in which collaboration with others will enhance learning for students
- ◆ Articulates the purpose, scope, and outcomes of each collaboration
- ◆ Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals
- ◆ Participates in collegial activities designed to make the entire school a productive learning environment

B. Engages in professional development

- ◆ Provides evidence of performance levels and articulates strengths and priorities for growth
- ◆ Articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goal(s)
- ◆ Engages in relevant professional development activities and follows through with the plan
- ◆ Shows evidence of an increased capacity to facilitate student learning

C. Performs professional responsibilities efficiently

- ◆ Maintains accurate and up-to-date records
- ◆ Completes assigned tasks on schedule
- ◆ Maintains a satisfactory record of punctuality and attendance
- ◆ Follows applicable policies and procedures
- ◆ Maintains confidentiality and fulfills legal responsibilities

VI. COMMUNICATION**A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others**

- ◆ Demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the audience
- ◆ Models effective communication strategies in asking questions, listening, giving directions, probing for understanding, and helping others to express their ideas
- ◆ Uses appropriate grammar and word choice for the clear and concise exchange of information

B. Writes clearly and correctly

- ◆ Uses correct grammar
- ◆ Organizes information logically
- ◆ Designs communication appropriate to the audience